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ABSTRACT

This publication explains promising practices in improving teacher quality. Chapter 1, Achieving Excellence in the Teaching Profession, discusses educational, economic, and social change; teacher recruitment and development challenges; and opportunities for renewing the teaching profession. Chapter 2, Recruiting Talented and Diverse People into the Teaching Profession, discusses minority teacher shortages; hiring standards; programs at Norfolk State University, Colorado State University, and South Carolina Center for Teacher Recruitment; and promising teacher recruitment initiatives. Chapter 3, Improving Teacher Preparation, discusses programs at Alverno College, the University of Cincinnati, and the University of Texas at El Paso, describing promising teacher education programs. Chapter 4, Raising Licensing and Certification Standards, discusses Indiana's New Professional Teacher System; Connecticut's Continuum for Quality; the National Board of Standards as a catalyst in North Carolina and Ohio; and promising ways to improve licensing and certification. Chapter 5, Induction of New Teachers, discusses Delaware's Mentoring Program; Ohio's Peer Assistance and Review Program; Nebraska's CADRE Project; and promising induction programs for beginning teachers. Chapter 6, Improving Professional Development Practices, discusses San Francisco's Renewal of Professional Development, Partnerships in southern Maine, Georgia's League of Professional Schools, and promising professional development programs. Chapter 7, Improving Teacher Accountability and Incentives, discusses Rochester, New York's Career in Teaching Program; Minneapolis, Minnesota's Accountability for All; Rhode Island's Recognition of Teachers; and promising teacher accountability programs. (SM)

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Promising Practices:

New Ways to Improve Teacher Quality

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Promising Practices:

New Ways to Improve Teacher Quality

September 1998

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U.S. Department of Education
Heather Moore
Office of the Secretary
Room 6263, FB 10B
Washington, D.C. 20202
http://www.ed.gov/inits/teachers/teach.html
E-mail: Heather_Moore@ed.gov
Telephone (202) 401-3000
FIRS 1-800-877-8339, 8 a.m.-8 p.m., ET, M-F

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Every child needs—and deserves—dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students.

President Clinton
September 1996

ACHIEVING EXCELLENCE IN THE TEACHING PROFESSION

Teaching is the essential profession, the one that makes all other professions possible. Without well-qualified, caring, and committed teachers, neither improved curricula and assessments, nor safe schools—not even the highest standards in the world—will ensure that our children are prepared for the challenges and opportunities in America's third century. More than ever before in our history, education will make the difference between those who will prosper in the new economy and those who will be left behind. Teaching is the profession that is shaping this education and therefore America's future—molding the skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life.

Accordingly, what teachers know and are able to do is of critical importance to the nation, as is the task of preparing and supporting the career-long development of teachers' knowledge and skills. Yet, while we do not ask our doctors to perform surgery after just several weeks of clinical experience, we expect students to prepare to become teachers with only a few weeks of in-classroom training. While employees in high-performance industries have opportunities for professional growth and learning, many teachers do not receive the opportunities for continuous learning that they need to teach effectively.

It is time we give teachers the education and support that they need to teach our children to the high st[illegible]rds that the challenges of the 21st century demand. This is why the report of the National Commission on Teaching and America's Future, issued in September 1996, makes clear the urgency of addressing teacher quality and why President Clinton declared improving education his first priority. In *A Call to Action for American Education in the 21st Century* he emphasizes the immediate need for talented and dedicated teachers in every classroom.

EDUCATIONAL, ECONOMIC AND SOCIAL CHANGE

Education is key to a vibrant and prosperous America seeking to maximize the contributions of all its citizens and embracing the richness and possibilities that our nation's diversity affords, as the new century approaches. To achieve this future, we must set high standards for all students and seek to develop their potential through high expectations, organized effort, caring, commitment, and talented teachers in every classroom. However, as elementary as these goals sound, America faces daunting challenges in trying to achieve them.

Societal changes are putting new pressures on teachers and schools. America's classrooms are serving more students and more diverse students—racially, culturally, and linguistically—than ever before. Students with learning disabilities, physical impairments, and limited English proficiency are increasingly being served in regular education classrooms. The societal conditions in which children grow up and changing family structures are impacting classrooms. More students are coming to school at risk because of poverty, inadequate nutrition, housing, health

and medical care, and other adverse conditions at home. Schools are seeing more students in crisis because of violence, drug and alcohol abuse, and other threats in their homes and communities.

At the same time, powerful economic changes are placing new demands on students, teachers, and schools. In the early 1900s, just 10 percent of the nation's jobs required a college-level education. Rote teaching and learning provided what the economy of the age demanded: a reliable labor force for the industrial era's routinized assembly lines. In contrast, more than half of the jobs that will be created between today and the 21st century will require some college, and over 70 percent of all jobs will require technological literacy.[1] Solid basic skills, critical thinking, lifelong learning, and technological literacy have become the new keys to productivity in our knowledge-based society. In the new century, almost every adult will need to attend college or participate in specialized training throughout his or her lifetime in order to navigate rapidly changing economic conditions. No longer can we educate only a select few to high standards. Our schools must be safe havens of learning that help all children reach for high standards and acquire problem-solving skills in addition to instilling in them the core values of responsibility, hard work, and respect.

With more people "thinking for a living," instructional practices are changing too. New knowledge about how children develop and learn is transforming school organization—and the roles of the people in these re-organized schools. Mastery of the basics, inquiry, collaboration, and responsibility are the new hallmarks of effective education. New and veteran teachers alike must develop new knowledge and skills to respond to these new demands.

Moreover, just as America's economic well-being depends on well-educated young people who can contribute in a modern, technologically complex workforce, the nation's future as a democracy requires adults capable of building more vibrant, caring, and civil communities for all its people in an increasingly diverse society. Americans must be capable of participating in and protecting their democratic institutions. The challenge facing public education is to prepare children for each of these essential roles, while providing them the knowledge and skills necessary to lead productive and fulfilling lives as individuals and as members of families.

AMERICA'S TEACHER RECRUITMENT AND DEVELOPMENT CHALLENGE

At the same time that societal changes are demanding more and more from our schools and teachers, recruiting and preparing the next generation of teachers present us with major challenges. In 1997, a record number of students entered our nation's schools, pushing already overcrowded classrooms to their limits. By 2007, America's public and private schools will educate nearly three million more children than they do today—a total of more than 54 million youngsters. Approximately 90 percent of these students will be educated in our nation's public schools. These enrollment increases are occurring just as teacher retirements are beginning to accelerate. This "demographic double whammy" means that over the next decade more than two

million teachers will need to be hired to match the enrollment in our elementary and secondary classrooms. Over half of these will be first-time teachers, and they will need to be the best-prepared teachers our nation has ever known.[2]

The traditional response of districts facing an increased demand for teachers has been to lower its standards and hire less qualified teachers. Thus, shortages of teachers will not be shortages in quantity; schools will usually hire someone for the front of each classroom. The shortages will be in quality and in diversity.

In its recent report, *What Matters Most: Teaching for America's Future*, the National Commission on Teaching and America's Future found that, already, more than 50,000 people who lack the training for the job enter the teaching profession annually on emergency or provisional licenses. The Commission also found that fewer than 75 percent of America's teachers can be considered fully qualified: that is, having studied child development, learning, and teaching methods; holding degrees in their subject areas; and having passed state licensure requirements. Twenty-eight percent of teachers whose main assignments are in the core academic subjects do not have even a college minor in these fields.[3]

Shortages of qualified teachers have already reached critical proportions in our high-poverty communities; in many fields such as science, mathematics, bilingual education, and special education; in states experiencing the greatest population increases (for example, California, Nevada, Florida, and Texas, among others); and in the population of teachers from diverse racial, cultural, and linguistic backgrounds.

Teaching excellence and diversity are inextricably connected as are teaching excellence and academic preparation. However, while a third of America's students are minority, only 13 percent of their teachers are, and that gap is growing.[4] Quality teaching in the 21st century means bringing distinctive life experiences and perspectives in to the classroom; providing valuable role models for minority and non-minority students alike; enriching the curriculum, assessment, and school climate; and strengthening connections to parents and communities.

Shortages of qualified teachers will not be felt in all communities. While wealthy suburban districts may always have an abundance of applications, urban and disadvantaged rural districts often find it difficult to attract and retain qualified teachers. It is usually the schools in high-poverty communities that, faced with shortages of qualified teachers, hire teachers who are not fully qualified to teach. For example, the Commission reported that students in the schools with the highest minority enrollments—usually schools in high-poverty areas—have less than a 50 percent chance of having a science or math teacher with a license or degree in the field he or she teaches.[5] As a consequence, America's most challenging classrooms are often forced to make do with the nation's least qualified teachers. Millions of school children who could benefit most from effective teaching are denied access to a quality education. This is a fundamental issue of equity.

Teacher shortages of all kinds are exacerbated by poor support for both new and veteran teachers. Attrition rates for new teachers in urban districts can sometimes reach 50 percent in the first five years of teaching because of inadequate preparation (particularly for those entering teaching on emergency permits or waivers), challenging assignments, and the paucity of high-quality mentoring and induction programs available for novice teachers.[6] Such attrition rates drain district resources for recruitment, and the revolving-door staffing patterns they foster in some schools create a considerable burden on school climate and student performance. In addition, teachers in high-poverty settings often become "de-professionalized" because they lack the professional development opportunities that are more often available to those who teach in the suburbs. The absence of quality professional development is a strong disincentive for teachers to choose schools in urban and rural areas. It also denies development opportunities to the very teachers who face the most challenges in the classroom.

Finally, recruiting and retaining high-quality individuals into the profession will require states and communities to re-examine salary levels for beginning and veteran teachers as they increase standards for the profession. A few communities and states have recognized the importance of this balance and have increased teachers' salaries to make them comparable to those of other professions. However, the vast majority of teachers still earn incomes that are far lower than these. Our nation's democracy and economy depend on the education that teachers provide. Our society will not successfully attract and retain the highest quality teachers until we place sufficient value on the work that they do.

AN OPPORTUNITY TO RENEW THE TEACHING PROFESSION

A complex set of changes—changing demographics, changing education, societal, and economic forces, the need for many new recruits in the teaching force, and the need for improved teacher quality—does not have to spell disaster. These challenges offer a window of opportunity for making dramatic improvements in the ways we recruit and prepare teachers, support them in the critical first few years and provide for their ongoing learning.

Many policy makers across the country, teacher educators, and teachers themselves are beginning to recognize that a teaching career is a continuum, not a series of disconnected steps stacked on top of each other. A professional career begins with recruitment, continues through preparation and initial licensing, and extends to lifelong professional development. Every stage in this continuum must be rigorous.

Some excellent examples of promising policies and practices in the teaching profession are emerging. They cover the continuum of a teaching career, including:

- Recruiting talented and diverse people into the teaching profession;
- Improving teacher preparation;
- Raising licensing and certification standards for teachers;
- Providing professional support to beginning teachers during their initial teaching years;

- Improving professional development practices; and
- Improving teacher accountability and incentives.

The profiles in this book address each of the practices listed above. They were nominated as promising practices by regional education laboratories, reviews of research literature, and researchers for the national Commission. All of these sources, as well as interviews with educators and others associated with the practices and the commission report itself provided the basis for the descriptions of what constitutes best practices in teaching.

These examples of promising practices in the teaching profession today represent years of effort and the wisdom of many lessons learned. But they are not a definitive list: the current effort to ensure quality throughout the teaching profession is too dynamic and is happening in too many places to allow for a comprehensive evaluation. What will not change, however, is the need for excellent teachers.

Teachers are the most basic educational resource communities provide their children. Our goal must be to provide the training and support that will ensure that there is a talented, dedicated, and well-prepared teacher in every classroom.

RECRUITING TALENTED AND DIVERSE PEOPLE INTO THE TEACHING PROFESSION

The demographics of today's changing teaching force are stunning: one-third of today's teachers have more than 20 years of experience; and two-thirds are at least at mid-career. At the same time, K-12 enrollment is the highest it has ever been in the United States, surpassing the explosive enrollment of the baby-boom years.[7] The 52 million students expected by 1998 will stretch the capacity of the nation's schools for many years to come. Schools already unable to recruit enough talented teachers, particularly in fields such as math and science, shudder to contemplate how they will deal with that burden.

In the past, school districts often relied on recruiting back former teachers who had dropped out to raise families or to try other careers, but in recent years this strategy has yielded little. Currently, only about 7 percent of former teachers each year are returning to teaching.[8]

SHORTAGE OF MINORITY TEACHERS

The gap between the diversity of students in the schools and the racial and ethnic characteristics of the teaching force has become another recruitment issue. About 86 percent of the teachers in public schools are non-Hispanic Caucasian, while more than 32 percent of the students in K-12 schools are minority.[9] This gap is growing larger. In 1995, 1.3 percent of bachelor's degrees in education were granted to Asian/Pacific Islanders, 6.27 percent were granted to African Americans, 3.2 percent were granted to Hispanics and .79 percent were granted to Native Americans.[10]

Furthermore, urban areas that have enrollment majorities of students of color and students from families whose home language is other than English, have the most difficulty recruiting new teachers.

These statistics indicate that the supply of minority teachers will continue to be far out of proportion in relationship to the percentages of minority students in classrooms unless great efforts are made to recruit more minority teachers.

HIRING STANDARDS MUST REMAIN HIGH

Fortunately, many of those involved in setting long-range policies and practices are emphasizing quality before quantity as they recruit new teachers. Until recently, little effort went into recruiting highly capable middle and high school students for teaching careers or into reaching out to special groups. But such initiatives are now happening, usually as a part of overall state policies to improve the quality of teaching or as foundation/institution projects to encourage the best to enter teaching.

The success of the rest of the continuum of teacher development depends on aggressive recruitment efforts. Recruitment should begin early with students who show interest in teaching. They should be encouraged to tutor their peers and younger students as early as middle school, to be camp counselors in the summers, and to complete classes in education theory. They should be introduced to the option of teaching as a profession and exposed to role models. Efforts should also target professionals from other fields to encourage mid-career men and women to pursue a career in teaching.

Aggressive recruitment policies provide the foundation for a strong teaching profession but will take time to have an impact on quality instruction in classrooms. Recruiting and retaining talented and diverse candidates will require an ongoing consistent effort if quality teachers are to be available to all students.

NORFOLK STATE UNIVERSITY
THE PATHWAYS TO TEACHING CAREERS PROGRAM

"This project has provided a marvelous opportunity for teacher aides and other paraprofessionals to become certified teachers. For the school systems it has provided a pathway to increase minority teachers."

Denise Littleton
Director, DeWitt Wallace Pathways to Teaching Careers Program

The public school system in Norfolk, Virginia, is facing a growing disparity between the diversity of its student population and the diversity of the available teaching force. Approximately 61 percent of the students served by the Norfolk Public Schools (NPS) are African American, while only 37 percent of the available teaching force is African American. Furthermore, 1992-93 projections indicate that at least 166 African American teachers will be eligible for retirement by the year 2000. In response to this growing disparity, the Pathways project at Norfolk State University was initiated, in collaboration with Old Dominion University (ODU) and Norfolk Public Schools (NPS), "to enhance the educational opportunities and achievement of children in the Norfolk Public Schools." Funded by a grant from the DeWitt Wallace Reader's Digest Fund, this program focuses on recruiting teacher aides, substitute teachers, and other paraprofessionals—specifically targeting minority and male applicants—and returning them to the Norfolk Public Schools as well-prepared teachers.

Before admission to the program at Norfolk State, participants go through a careful screening and selection process. To ensure their ability to complete the program within the time frame of the grant, applicants must have more than 60 transferable credits toward completing the teacher education program and a minimum 2.3 grade point average. Applicants must already be employed by NPS and are expected to have strong recommendations; they also must complete a satisfactory personal interview with a selection committee representing school faculty and principals, community members, and NPS personnel. Most important, applicants must have a demonstrated commitment to children in urban areas, as well as an interest in primary education, special education or secondary education.

Once admitted, Pathways Scholars progress through a teacher education program specifically geared to meet their needs. One academic course, for example, assesses scholars' specific needs and weaknesses relative to the National Teachers Exam (NTE). Ongoing curricular development activities inspired a course on community volunteerism, as well as instructional modules on an array of urban education topics. Courses are available in the evenings and over the summer to accommodate participants' schedules. Finally, the program is structured to emphasize all cultures—with a specific focus on the urban student—and to build on the real-world experiences of the participants.

The program offers scholars both financial and academic support services. Scholars' financial needs are largely covered (80 percent) by the grant from DeWitt Wallace Readers Digest

Fund. Academic supports include an initial orientation, special seminars, and workshops. Scholars also receive academic advising, tutoring, and counseling. In addition, family orientation and day care services are available. The program closely monitors grades, requires a supervised field experience (in addition to regular employment with NPS), and evaluates in-class performance at least twice per semester.

Upon program completion, graduates seek employment with NPS, fulfilling a pledge each scholar makes upon entry to the program. The employment process is facilitated by the fact that NPS is involved in the initial selection of Pathways Scholars; continued communication between program staff and NPS during the employment period is another facilitating factor. Once graduates have gained employment, Norfolk State continues to monitor them informally and offers special seminars and annual workshops.

The careful selection of participants and the comprehensive nature of the Pathways program at Norfolk State show very positive results thus far. To date, the Pathways program has enrolled 106 scholars. Only eight left the program before completion, and the retention rate is 92 percent. The Norfolk Pathways program graduated 87 percent of its scholars (92 of 106), 66 of whom are fully certified teachers. Many of those who are not yet certified are either waiting to take the National Teachers Exam or are awaiting results of the exam.

Finally, 69 graduates found placement in NPS; three of these are substituting regular teaching for their student teaching requirement, and are thus not yet certified. Most important, the program has provided a unique avenue to teaching for a pool of candidates with backgrounds and experiences that make them well suited to address specific teacher shortages in the Norfolk Public Schools.

COLORADO STATE UNIVERSITY
PROJECT PROMISE

"These participants...are not burn-outs from other careers, but rather individuals who have a strong and sincere desire to have a positive influence on young people."

Founder, Project Promise

Until recent efforts to entice college graduates to switch from other careers to teaching, changing careers often meant starting over completely. Those who wanted to become teachers needed to take a sequence of expensive courses that often delayed them from teaching for several years even though they already held a college degree or even a graduate degree. When the enormity of the teacher shortage became known to state policy makers and others, many called for greater flexibility in hiring practices, pushing through legislation that often allowed non-certified personnel from other academic fields to enter teaching immediately. Special recruitment campaigns targeted the military and/or recent college graduates.

Promised supervision of alternate-route teachers turned out to be less than desired, as did the teachers' knowledge of basic classroom practices. In order to retain the valuable contribution of alternate-route teachers, more recent initiatives have focused on better recruitment policies and more structured preparation for classroom teaching as well as continued supervision. More than 200 higher education institutions now participate in such programs.[11]

The founders of Project Promise at Colorado State University believe that candidate selection is a major factor in this program's success. Because the program is experimental, it serves a limited number of candidates even though its promotion stimulates more than 300 applicants a year drawn from such fields as law, engineering, medicine, and government service. One-third already have a master's degree or first professional degree.

SELECTION OF CANDIDATES

A preliminary application given to applicants asks general questions: "Why do you want to enter teaching?" or "How would you describe an especially rewarding teaching experience you have had?" or "How could students be motivated to work harder?"

Finalists take part in interviews with several faculty members on campus that include simulations to assess the candidate's ability to be student centered and to handle power issues in the classroom. At the end of this process, 20 candidates become the Project Promise cohort for the year. They are eligible for limited scholarship assistance, either from the university or through donations from individuals and foundations. With the assistance of a Programs of Excellence grant from the state, the program distributed $34,000 in scholarship aid for the 1996-97 school year.

Grade-point averages or test scores are not as important to the Project Promise staff as are a candidate's mission, empathy, involvement in voluntary service and experiences with young people. Data are kept on each incoming candidate's strengths and reviewed at the end of the program to see if the staff's original assessments were right.

The candidates enter into an intensive but compressed program lasting 10 and a half months under the supervision of the same faculty and graduate assistants throughout. They enroll in distinct student teaching placements—rural, urban, middle school and high school. Their total time as student teachers is about 22 weeks, but instead of an evaluation at the end of the process, those in Project Promise may receive up to 50 observations and specific feedback from university faculty. This feedback allows them to gain insight on the spot about their teaching.

Abstract theory, such as philosophy or foundations courses, usually given at the beginning of teacher preparation, come at the end of Project Promise. The staff reasons that older, experienced candidates are more focused on gaining experience in the classroom early than on learning theories.

The program faculty continue to work officially with the program graduates for two additional years, creating professional development plans cooperatively with the principals of the schools where Project Promise's graduates are placed.

The selection process and intensive performance-based preparation apparently account for the high placement and retention rate of Project Promise graduates. Over 90 percent of the graduates find teaching jobs each year (in 1996, all graduates signed contracts). Follow-up studies indicate that 80 percent stay in teaching for at least five years and that they are highly satisfied with the preparation and support they received. Furthermore, surveys indicate that hiring officials in school districts that employ these teachers have preference for Project Promise graduates over other candidates available to them.

SOUTH CAROLINA CENTER FOR TEACHER RECRUITMENT
TEACHER CADET CORPS

"In part, the Teacher Cadet Program's success is found in providing students meaningful opportunities to learn about and engage in teaching."
Research report on the Teacher Cadet Corps

To ensure a qualified teaching force necessary for the comprehensive education reforms adopted in South Carolina, the state legislature and then-Governor Richard Riley established the South Carolina Center for Teacher Recruitment at Winthrop University in 1986. Starting with a blank slate, the center quickly filled and began a series of focused efforts to recruit highly qualified young people, especially minority students, into the teaching profession.

The center drew on the expertise of current teachers to design the recruitment efforts and to carry them out in high schools throughout the state. Its most well-known program, adapted by a dozen other states, is the Teacher Cadet Program.

At 148 high schools, teachers volunteer to conduct a yearlong course open to interested students with a high grade-point average. This is not a typical high school offering—it is a mixture of solid content (history of education, principles of learning, child development, current issues in education) and hands-on opportunities to observe, construct lessons plans, tutor younger students, and practice teaching. A 600-page handbook written and constantly modified by teachers serves as the core curriculum for all of the high school classes. It contains suggestions for course content as well as engaging assignments such as designing an ideal early childhood environment or presenting evidence at a school board meeting.

Almost 20 partner higher education institutions provide lecturers and, in some cases, college credit for the high school course. Also, several Teachers-In-Residence receive fellowships each year to supervise the program from the center and "ride circuit" among the participating high schools. One of these Teachers-In-Residence focuses exclusively on recruiting minority students for the center's programs.

PRO-TEAM PROGRAM

A second initiative is the Pro-Team Program for middle school students. Through a course and club activities, it recruits seventh- and eighth-graders in the top 40 percent of their classes, hoping to interest them in teaching before they get turned off to a teaching career. Through the 1997-98 school year, the Pro-Team Program had introduced more than 7,000 students to teaching; approximately 65 percent were from minority groups. One unique feature of this initiative is a teacher-developed curriculum for a workshop for parents of the Pro-Team students. Parents then have avenues for more involvement, such as supporting Pro-Team Clubs or accompanying students on college campus visits.

MEASURES OF SUCCESS

By the end of the 1997-98 school year, about 21,000 academically talented young people were graduates of the Teacher Cadet Program in South Carolina. About 35 percent of them are teaching or are in teacher preparation programs. In addition, South Carolina has become the only southeastern state with an increase in the number of minorities entering teaching, almost tripling the number between the 1988-89 and 1994-95 school years.

The success of the recruitment programs turns up in more than numbers. Outside evaluators have studied the program regularly, finding that former Cadets were more realistic about the conditions of teaching and entered college with a jump-start in the content of teacher education programs. Their knowledge has raised standards for their classmates, according to professors in teacher education. Those teaching also reported at a higher rate than beginning teachers nationally that they were likely to remain in the profession.[12]

After two years of working with 47 Pro-Team sites around the state, the 1995-97 Pro-Team Specialist Libby Ortmann was buoyed by the dedication of teachers to "growing their own" in South Carolina. She said the teachers who sponsor the Pro-Team and Teacher Cadet programs are "modeling every day what it will take to prepare the next generation of classroom teachers."[13]

The center's work has expanded to include a college hotline for prospective students, a job bank for school districts in the state, and a Teacher Forum intended to encourage leadership and retention among current teachers. The Forum brings together the teachers-of the-year from school districts for conferences and other collaborative activities. More than 500 teachers are in the Forum now, and regional forums have been organized as well.

CHARACTERISTICS OF PROMISING TEACHER RECRUITMENT INITIATIVES

Successful recruitment efforts attract talented teachers who meet high standards and reflect the diversity of the students they will teach. Some recruitment goals follow:

- Recruitment of potential teachers begins early, often through organized groups and activities in the middle grades.

- Pre-collegiate recruitment programs provide substantial information about careers in teaching for candidates, balancing both the changes taking place and current realities that often dissuade those with teacher preparation from actually entering the field.

- Current master teachers are directly involved in the recruitment and career counseling of potential teachers.

- Policies focus on recruiting future teachers from under-represented minority groups and from students with special interest in the fields where there are great shortages, such as math, science, bilingual education and special education; state and institutional policies provide incentives for undergraduates to teach in these fields for a specified time after college graduation.

- Programs that recruit potential teachers from other careers combine both course work and supervised classroom experiences, either before the recruits are placed in classrooms or during their first year or two of teaching. These mid-career candidates have access to financial aid.

IMPROVING TEACHER PREPARATION

Teacher education has long been considered weak among higher education degree programs, one that lacks high standards and strong contacts with the field. Now, however, teacher education programs are being improved in many colleges and universities through a variety of efforts. These include: revised, challenging standards for accreditation of teacher education; the growth of professional development schools; and emphasis on a deeper knowledge base for prospective teachers as well as demonstration of competence. However, much remains to be done.

A sense of urgency accompanies these efforts because of the need to prepare more teachers in a shorter period than during any other time in our history. Currently, the more than 1,025 teacher education programs graduate about 100,000 potential teacher candidates each year, but the nation's schools will need to hire two million teachers within the decade to replace those retiring or to meet the needs of expanding enrollments. That means that these programs may supply only one-half of the teachers who will be needed.

Even more important, critics of teacher education and reformers of public schooling agree that the preparation of teachers must be substantially stronger. If students are expected to know more and be able to apply their knowledge skillfully, then teachers must be models of such learning.

At the beginning of the 1990s, John Goodlad, head of the National Network for Educational Renewal, commented that teacher education had been an unstudied problem for three decades. That is not true anymore. His network engages two dozen institutions in restructuring teacher education. The Holmes Partnership, a consortium of research-based institutions, has proposed reforms of teacher preparation and emphasized links between universities and schools by using public schools as professional practice sites. It has chastised its own members for contributing to the problems of quality in teacher education by emphasizing research and graduate programs and neglecting the preparation of new teachers.

Accreditation by the National Council for the Accreditation of Teacher Education (NCATE) is one link in the continuum to bring about standards-based reform of the teaching profession. In 1995 the Council called for various approaches to create new rigorous standards: a coherent program of studies for each student rather than the typical hodgepodge; a firm foundation in the liberal arts and teaching disciplines; programs that prepare teachers for the higher content standards set for students; programs that prepare teachers for classroom diversity and for new technologies; and the use of performance-based standards rather than "seat time" in classes to determine the readiness of candidates to teach.

About 500 teacher education programs now seek NCATE approval. NCATE's standards correlate with those developed for the next check on quality by the Interstate Consortium for Licensing of Teachers (INTASC)—and with those for accomplished teaching as defined by the National Board for Professional Teaching Standards (NBPTS).

ALVERNO COLLEGE

"The most important thing that I've gotten from Alverno is the constant questioning. You question yourself, you question others, you seek information. You do all of these things to better yourself and your profession."
Alverno College graduate

A commuter college that historically has served first-generation college students, Alverno College engages its potential teachers in a highly non-traditional program. When it adopted its "ability-based curriculum" in the 1980s, it was unique among colleges and universities. As performance-based standards for students and for teachers—standards that require them to demonstrate they know how to use what they have learned—became important to education improvement, Alverno College became the campus to study and look to for leadership.

With fewer than 500 students (including a small number of graduate students), the Division of Education at Alverno College is able to provide the personal attention needed in its ability-based program. The pre-service program complies with the collegewide ability-based curriculum adopted in the early 1970s. This curriculum specifies eight general abilities in which students must demonstrate competency:

- Communication
- Analysis—an ability to be a clear thinker, fusing "experience, reason, and training into considered judgment"
- Problem solving
- Values within decision making—an ability to reflect and to habitually seek to understand the moral dimensions of decisions and to accept responsibility for the consequences of actions
- Social interaction—an understanding of how to get things done in committees, task forces, team projects and other group efforts
- Global perspectives—an ability to articulate interconnections between and among diverse opinions, ideas and beliefs about global issues
- Effective citizenship—an ability to make informed choices and develop strategies for collaborative involvement in community issues
- Aesthetic responsiveness—an ability to make informed responses to artistic works which are grounded in knowledge of the theoretical, historical, and cultural context

This radical departure from traditional credit for "seat time" in classes in order to graduate meant a total change in curriculum and assessment policies at the tiny college. The faculty established different levels of abilities for each of the curriculum areas. For example, entering students would be expected to meet the minimum levels of competency but develop more sophisticated levels of communication or problem solving as they move up through the college.

Teacher education students must achieve acceptable levels in an additional set of professional abilities. These include such areas as integrating content knowledge with teaching pedagogy, diagnosing individual student needs, and managing resources effectively.

Alverno teacher education candidates receive no grades. However, each course has specific goals in the context of the abilities students are to develop as they progress throughout the program. The program depends on performance-based assessments in which students must show what they have learned. A matrix prepared each semester shows a student what level of abilities has been attained, based on such proof as essays, letters, position papers, case study analyses, observations of both master teachers and of students, simulations and development of curriculum materials. Extensive field experiences precede student teaching; Alverno faculty observe and comment on their students in school settings. A panel of faculty and school personnel evaluates student teaching. At graduation, the students receive narrative transcripts prepared by the faculty.

The Alverno faculty are well aware that their students' experiences before college do not prepare them for this approach. However, they model the styles they want students to use, and the program emphasizes student self-assessment and reflection.

A recent study of graduates of the elementary education program by Ken Zeichner of the University of Wisconsin, Madison, found them to be much more self-assured and confident of their preparation to teach the knowledge and skills of their disciplines than graduates of other programs. Their confidence level was at 93.5 percent compared to only 33.6 percent of the comparison group. About 80 to 90 percent of the graduates obtain immediate teaching jobs.[14]

Forty percent are hired by the Milwaukee Public Schools, which enrolls 78 percent minority students. Alverno College prepares 25 percent more minority teacher candidates than any other campus in the Milwaukee area.[15] In addition, the faculty work closely with the city schools on professional development and issues such as technology and performance assessments.

The Alverno faculty carefully choose the schools and teachers with whom they place their students. As one principal interviewed by Zeichner noted, "What they try to do, I think, is to really look at the cooperating teachers and match them with the most appropriate person...Every time they've called me they've identified the teachers whom they want."

The standards-based curriculum and the personal guidance given Alverno students are rare in teacher education programs, but the result is what many policy makers and administrators say they want. According to Zeichner, "This program produces poised and confident teachers who employ teaching strategies that are rich in learner-centered and learning-centered practices, and who perceive themselves and are perceived by others as successful and innovative teachers in a variety of settings...."[16]

UNIVERSITY OF CINCINNATI
CINCINNATI INITIATIVE FOR TEACHER EDUCATION

"We are engaged in a ground-breaking partnership. Not only are we revamping teacher training, we are bridging the gap that has traditionally existed between practicing teachers and the colleges of education."

Cincinnati teacher union leader

In the late 1980s, a few teachers from Cincinnati and faculty from the University of Cincinnati met informally to talk about what it would mean to transform teacher education. Inspired by its membership in the Holmes Group, the College of Education dean encouraged the university faculty to think boldly about changing teacher preparation. Over the next three years teachers and faculty worked together to create a vision, then to redesign the university's programs as a collaboration between the public schools and the campus. This became the Cincinnati Initiative for Teacher Education (CITE).

CITE relies on several principles:

- Two degrees, two majors. Teacher candidates must be competent in both knowledge of the academic disciplines and of the profession of teaching itself. Students enroll jointly in the College of Arts and Sciences and the College of Education. By the third year, while taking courses for a major in a subject area, students enroll in their first professional education courses. In their fourth year, students finish up work in general education and their majors, and engage in field experiences at the professional practice schools that prepare them for the following year's internship.

- Professional practice schools. Practicum and internship placements are made in competitively selected schools where the faculty are committed to their own continuing professional development as well as to preparing new teachers.

- "Pattern" language. The patterns make up the knowledge base used to educate prospective teachers—the core skills, values and attitudes which teachers and college faculty agreed are critical to teaching and learning. The pattern language includes almost 90 terms, such as professional development schools, learning in groups, multi-disciplinary teaching teams and "community of learners."

- Fifth-year internship. This is the joint responsibility of campus-based and school-based faculty. The fifth-year student is placed in a half-time paid teaching position and attends seminars and other experiences designed to bring all of the program themes together.

- Cohorts. Cohort groups of both university faculty and teacher education students move through the preparation program together.

The nine professional practice schools selected to participate in the CITE program organize as teams that include a lead teacher mentor, three or four career teachers, an equal number of interns, and a campus-based faculty member. The experiences of interns and their teachers, rather than traditional courses, form the basis for coordinated seminars that are part of the fifth-year program. Their roles in CITE allow practicing teachers to become learners, too, and to build networks within their schools and across schools. These partnerships sustain school reform.

Teachers on the teams in the professional schools find the benefits of leadership opportunities far more important than the stipends they receive. According to a presentation by Cincinnati teachers and faculty at the 1995 annual meeting of the Association of Teacher Educators, "they benefit from the professional team collaboration, the interns' innovative ideas and fresh enthusiasm, and the empowerment of directly contributing to the professional development of future colleagues and of the profession."[17]

When the planners look back on what they have accomplished, the contrasts are clear. Under the university's old system, teacher candidates earned a bachelor's degree in education in a four-year program, earned no graduate credits, spent only three quarters in field work, and earned 30 to 60 credits in a subject matter discipline. Student teaching was spent with a cooperating teacher for 10 weeks.

Under CITE, students are in the program for five years, earn a B.S. in education and a bachelor's degree in a discipline, earn 18 graduate credits, spend five to six quarters in field work, and earn up to 90 credits in a subject matter. They also spend 36 weeks in a Professional Practice School as a student teacher.

The first graduates of the program began teaching in 1995-96. Their placement rate was about 90 percent according to the directors of CITE—considerably higher than that of graduates of traditional teacher preparation programs in the state.

UNIVERSITY OF TEXAS/EL PASO

"One of the exciting things about all this work is trying to keep a vision out in front of you...that has to do with kids doing better in schools. Then you figure out that all the pieces have to be aligned."

Dean, College of Education

Isolated along the Mexican border and the source of 70 percent of the beginning teachers for a wide area of Texas and New Mexico,[18] the University of Texas at El Paso (UTEP) and its College of Education have a special relationship with the community. The teacher education program is so closely tied to community groups and to a selection of professional development schools in surrounding school districts that the college's dean likens it to a teaching hospital. Thus, the vision and direction of the teacher education program have helped to reform schools, particularly with technology.

As a member of John Goodlad's National Network for Education Renewal, an effort to dramatically revamp teacher education, the college has wholeheartedly revised its programs. It has gained status in the university community and garnered technology and math and science federal grants that are bringing resources to the college and the schools, which have a largely Hispanic enrollment. The interdisciplinary liberal arts degree for elementary teachers and academic discipline degrees for secondary teachers are now required under state regulations. This change has spread responsibility for educating teachers to the whole university. The arts and sciences faculty are as involved in teacher preparation as is the faculty of the College of Education.

At the same time, the college has moved to a clinical field-based model of teacher preparation with a twist—cohorts of university students stay in the same partnership schools for long periods of time. These 18 schools are committed to school reform, redesigning professional development, integrating technology, and building greater outreach to their neighborhoods.

The teacher preparation program at UTEP, enrolling about 700 students a year, has several other unique features:

- Pre-service teacher education is collaboratively designed and managed. Public school personnel, university faculty, the area Education Service Center (a state-funded regional center) and community members design, implement, and evaluate the restructured teacher education program.

- The integration of technology and effective teaching practices receives high priority. All professional development classrooms and university teacher education laboratories have multi-media work stations, and the Education Service Center links three rural districts and the university.

- The teacher education program includes a community component. Pre-service teachers and those seeking certification as counselors or administrators must spend time visiting with families at their homes and at activities sponsored by agencies. One aspiring teacher, for example, tells of visiting a student's home and being taught how to make tortillas by the student's mother. Readings and seminars on parent and community involvement complement the visits.

The college's reputation has earned it a state grant as a Center for Professional Development and Technology, as well as a five-year Challenge Grant in Educational Technology from the U.S. Department of Education. It also has a grant from the National Science Foundation to prepare minority teachers for math and science classrooms.

A major community involvement effort was spearheaded by the university president, resulting in a community collaboration to turn around the achievement of school children in the area. The El Paso Collaborative for Academic Excellence includes business and local government leaders, UTEP and the El Paso Community College, superintendents from the three surrounding public school districts, and a grass roots community organization. It is this group that is significantly involved in redesigning and evaluating the teacher preparation program and that helps provide field-based experiences for prospective teachers.

A recent University Accreditation Report from the Southern Association of Colleges and Universities selected the College of Education for commendation, saying that it has dealt with the challenges facing teacher education in an "outstanding manner," particularly in the way it has forged new relationships with other colleges within UTEP and with local school districts and community agencies.

CHARACTERISTICS OF PROMISING TEACHER EDUCATION PROGRAMS

- The president and board of a college or university give status and support to teacher education programs and emphasize quality through rigorous accreditation. The programs involve subject-matter disciplines in the preparation of teachers.

- The teacher preparation program recruits teacher candidates of diverse backgrounds and ethnicities who have the potential to be excellent teachers.

- The teacher education program is coherent in its sequential offerings and emphasizes content knowledge as well as pedagogy relevant to teaching a specific subject (known as content-specific pedagogy); ideally, it provides a final fifth year of practical, supervised experience combined with class work or substantial student teaching experience far beyond the too-usual month or two in a loosely supervised assignment.

- The program encourages close two-way links between campuses and schools. These links provide status to practicing teachers and rich environments for preparation of pre-service students. They give prospective teachers positive opportunities to work with parents and community, civic, business and youth organizations that support children and families.

- The program incorporates assessments of future teachers that reveal how well they know their content and how well they can teach it to students. These assessments emphasize understanding the ways that children learn and the latest models of curriculum and student evaluations.

- The program prepares candidates to work in multicultural settings and with diverse learners.

RAISING LICENSING AND CERTIFICATION STANDARDS

In recent years, as many as 50,000 people have entered teaching on emergency or substandard licenses because they lacked full qualification.[19] Thirty percent of the math teachers in high schools do not even have a college minor in math. The figures for science are not much better.[20]

If teacher preparation programs, policies for state licensure (initial approval) and certification (endorsement for full teaching or teaching in certain areas), as well as school district hiring and evaluation practices have set low expectations for teachers, it is primarily because no standards existed to guide them. That is no longer true. Three parallel developments are pushing the teaching profession toward high standards, enveloping the teaching career from beginning to end in rigorous attention to quality.

One development concerns pre-service education. As the teacher preparation section described, the National Council for Accreditation of Teacher Education (NCATE) requires institutions of higher learning seeking its seal of approval to ensure that their students know how to teach to the higher content standards being adopted by most states and that future teachers demonstrate their skills through performance assessments rather than through the traditional "seat time" accumulation of course credits.

A second important way that standards are being raised is through initial licensure. Licensure is being transformed in at least 30 states into a true measure of a teacher's knowledge and skills. These states are members of the Interstate New Teacher Assessment and Support Consortium (INTASC), sponsored by the Council of Chief State School Officers. It is creating performance standards for the licensing of beginning teachers and is developing assessments that match the standards.

The third influence on teaching quality is one that inspired and provided the standards used by the other two efforts. The National Board for Professional Teaching Standards, established with foundation support in 1987, has developed standards for accomplished teaching and has prepared assessments at all levels and subject areas. Now partially financed by Congress through the U.S. Department of Education and strongly supported within the profession and by business, political, and civic leaders, the National Board is educating the country about what high standards for teaching really mean. The National Board's standards are based on agreement by teachers and researchers with the following five propositions naming the essentials of accomplished teaching:

- Teachers are committed to students and their learning—they make knowledge accessible to all students by adjusting their teaching to student abilities, skills and backgrounds.

- Teachers know the subjects they teach and how to teach those subjects to students—they are

aware of students' prior knowledge and preconceptions and can create multiple ways of acquiring new knowledge.

- Teachers are responsible for managing and monitoring student learning—they draw upon a variety of instructional strategies and know how to engage students in learning; they use multiple ways of measuring student growth.

- Teachers think systematically about their practice and learn from experience—they evaluate their teaching, seek advice from others, and integrate research into their practice.

- Teachers are members of learning communities—they work collaboratively with colleagues and with parents and use school and community resources for their students.

Members of the 63-member National Board and technical advisers are basing the development of 33 assessments on these five propositions, a process expected to be completed by the year 2000. Teachers who apply for National Board certification spend several months preparing a portfolio of videotapes, lesson samples, journals, essays, and documentation of working collegially. They also take part in two to three days of interviews at assessment sites. The process is so rigorous and intensive that state policy makers often provide re-certification credit or other recognition to teachers who participate in it even if they do not become Board certified (only about half of those applying so far have received certification). A very high percentage of teachers who complete the process credit it with a dramatic renewal of their commitment and teaching skills.

Beyond identifying accomplished teachers, the National Board's work ripples throughout the profession. Its standards are being adopted by state professional standards boards. Some districts are beginning to use portfolios for teacher evaluation. Some states and districts are developing systems that evaluate teachers according to district or state standards.

THE NEW PROFESSIONAL TEACHER SYSTEM IN INDIANA

"The system must be based on state-of-the-art standards describing what an effective educator should know and be able to do, utilizing the best knowledge available regarding teaching and learning processes."

Statement, Indiana Professional Standards Board

Six years ago a small advisory committee that was minimally involved in considering changes to Indiana's teacher licensure system was all that existed to govern the licensing process at the state level. Today, the Indiana Professional Standards Board is transforming the teaching profession in that state with a set of newly developed policies and a dramatic and vigorous commitment to high standards. Created by the legislature in 1992 to replace an ineffective system, the Board took as its responsibility "to set standards for the preparation, assessment, licensure, induction, and continuing education of education professionals."

After spending two years on research and consultation with experts in teacher education reform, the Board recommended that Indiana become a member of the Interstate New Teacher Assessment and Support Consortium (INTASC) so that it could collaborate with other states on redesigning preparation and licensure systems. By joining INTASC, Indiana accepted its basic premise: that decisions about teachers' competencies should be based on teachers' abilities to perform in classrooms with increased student achievement as the measure. Traditional licensure programs usually only take course credits and perhaps a nationally standardized test into consideration.

The Board views this process of reform as analogous to building a three-story house. The first floor—standards that describe what education professionals must know and be able to do to improve student learning—is finished. Standards in 17 content and development areas began circulating on a statewide basis to all education stakeholders in August 1996 and were approved in the spring of 1998.

Construction of the second floor—assessment—is underway. Under INTASC's sponsorship, Indiana is working with nine other states to develop performance assessments that will be used for teacher licensure decisions. The Board believes the teaching standards, which have been positively received, will only work as long as the assessments of teachers are as rich as the standards, measuring both their content knowledge and their ability to perform in the classroom. The standards must apply both to candidates for licensure and to experienced teachers for re-licensure as a measure of the latter's increasing mastery of standards.

Staff work has started on the third floor, the reconfiguration of the licensing system to reflect the standards and assessments. Finally, the "roof" will be the statutes and rules that govern the standards, assessments, and licensing procedures.

How is this effort different from previous attempts to reform teacher preparation, licensure,

and continuing development? A major contrast is the broad involvement of institutions and groups across the state. The Indiana Association of Colleges for Teacher Education, for example, established various task forces to study how the new standards-based and performance-based system would affect preparation and professional development programs and minority recruitment and retention. Practicing educators developed the standards with colleagues from higher education and will serve as the mentors, trainers and scorers for new licensure assessments. Also, the state principals' association has formed a group to recommend standards for licensing school-level administrators.

In this new system, a teacher's career from preparation to induction and licensure to continued professional growth is based on standards. Furthermore, these standards are linked to student achievement standards.

In the past, teacher preparation programs were not held accountable for teachers' performance in classrooms. Under the new system, they must prepare teachers to pass the assessments required for licensure. These assessments will be based on the state's standards and will emphasize performance. That is, teachers will need to demonstrate what they know and how well they can perform in classrooms.

To help the public and professionals themselves understand the profound changes taking place in teacher quality in Indiana, the Board is participating in the New Professional Teacher Project of the National Council for Accreditation of Teacher Education. One of seven states selected for the project, Indiana, through the Board, created a statewide body of interested groups, developed print and video materials, and convened focus groups and regional task forces. Lessons learned from its efforts to create public support for the redesign of teacher preparation and licensure will be shared with other states.

THE CONTINUUM FOR QUALITY IN CONNECTICUT

"Connecticut Standards (for entry into teaching) overall are the most rigorous in the country."

Report, Connecticut State Department of Education

In 1986 Connecticut took dramatic action to ensure teacher quality throughout the state. Its Education Enhancement Act addressed the problem of the inability of poorer districts to attract and retain qualified teachers, by providing state subsidies based on salary levels that would make teaching competitive with other occupations with similar education requirements. At the same time, the act significantly raised the standards for becoming a teacher in Connecticut.

Over the years, other components have been added to the effort to ensure quality teaching, but standards are always at the heart of each addition. The state has designed a three-tiered process to become fully certified—initial, provisional, and professional. Prospective teachers must pass a basic skills test (currently the Praxis I computer-based tests developed by the Educational Testing Service) as well as a test in their specific subject area (Praxis II or a state test, CONNECT, for elementary teachers) at the end of their preparation in order to receive initial certification. They then enter the Beginning Educator Support and Training (BEST) program.

Through BEST teachers are assigned a mentor for the first year of teaching. In the second year they complete a performance assessment based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and modeled after the National Board for Professional Teaching Standards portfolio process. Successful completion of this phase leads to a provisional certificate.

The same standards now apply to experienced teachers as well. In order to renew their certificates every five years, practicing teachers must prepare portfolios that follow the INTASC and National Board standards. Connecticut also designed an alternate route program for prospective teachers entering from other careers. They participate in the BEST program for two years to qualify for a provisional certificate, then must meet the requirements for professional certification.

Initially, some critics of the changes feared that the higher standards would discourage teaching candidates. However, during the first five years of Connecticut's plan for renewal of the teaching force, the number of first-time exam-takers increased threefold, indicating an increase in the candidates for teaching. Furthermore, their pass rate rose consistently and the median SAT score of those who applied for teacher education programs increased considerably. Within three years, Connecticut had eliminated teacher shortages around the state, and recent studies show a steady climb in student achievement. For example, the most recent results from the state's student achievement tests show an increase in the number of high school students achieving at high levels in one or more academic areas. The average math score is the highest it has been on the SAT in 22 years.

NATIONAL BOARD STANDARDS AS A CATALYST IN NORTH CAROLINA AND OHIO

"A lot of people are engaged in helping to support and value this way of recognizing quality teaching."

Governor's staff member, North Carolina

Improving teacher quality has become a national concern. And the efforts of one nationally organized group stands above all others because of its vision and sophisticated work to make teaching a quality profession. The National Board for Professional Teaching Standards is able to influence policies and practices because of its rigorous standards and its fair, thoughtful process for recognizing quality.

Among the Board's most ardent supporters have been state governors and other policy makers who see the Board's work as a catalyst for bringing constituencies together around standards for teachers focused on higher student achievement. The leadership provided to the National Board by governors of both North Carolina and Ohio, for example, stimulated comprehensive initiatives in their respective states.

North Carolina Governor James B. Hunt, Jr., chair of the National Board, enthusiastically put state resources behind Board certification early on. In 1994, the initial year of the Board's assessment program, North Carolina became the first state to offer incentives to teachers applying for Board certification. These incentives now consist of: payment of the $2,000 fee for the assessment up front; three days of release time to prepare for the meeting with the portfolio and/or the assessment panel; and a 4 percent annual salary bonus for those who become certified. The governor's proposed bi-annual budget for 1997-99 gave Board-certified teachers an additional 12 percent in salary above the amount set for either a bachelor's or master's degree. The state's Center for the Advancement of Teaching conducts week-long sessions for those applying for Board certification.

So far, North Carolina has 205 Board-certified teachers. Because the Board process has become an important professional development strategy, education leaders decided this spring that they needed to learn from those who applied but didn't achieve certification. A special forum engaged about two dozen of these teachers in talking about what it is like to take a risk and what could have been done better in the process.

In addition, the State Board of Education in North Carolina gives certification renewal to teachers who complete the portfolio for the National Board assessment, even if they are not certified by the Board. The credentials of a Board-certified teacher coming from another state are accepted immediately. The state board also leverages the power of the National Board by linking teacher preparation programs to the standards developed by the National Board. These standards must be integrated into the curriculum and the evaluation of students at the campuses in order for them to obtain program approval.

In Ohio, Governor George Voinovich, a former Board member, has supported similar incentives for teachers, and the state has also gradually integrated the vision and reality of National Board certification into its teacher licensure system. The Ohio Department of Education decided that completing the process for National Board certification could fulfill many of the requirements for licensure renewal. It also brought colleges of education serving urban areas into the effort through a grant program to encourage them to recruit and support a small number of teachers through the National Board certification process. The support of these teachers at five campuses was so successful in helping the candidates share their successes and struggles and provide feedback to each other that the governor has recommended to the legislature that cohort groups be established at 10 universities around the state. These cohorts would accommodate the 400 teachers each year who the governor proposes should receive payment for the certification fee. Board-certified teachers also receive an annual stipend.

As an extra recognition, newly certified teachers are recognized by Governor Voinovich each year at a reception at the Governor's Mansion.

CHARACTERISTICS OF PROMISING WAYS TO IMPROVE LICENSING AND CERTIFICATION

- State-level professional standards boards set high standards for preparation, entry, licensure, and certification. They also conduct research/evaluation on the various efforts. Teachers are well represented on the boards.
- Assessments for licensure require aspiring teachers to demonstrate competence related to professional teaching standards.
- Certification is granted only after a beginning teacher has demonstrated competence in teaching to the standards.
- There is collaboration and consistent support for standards among key stakeholders at state and institutional levels.
- Policies encourage National Board certification through payment of fees, higher salaries, and leadership roles for Board-certified teachers.

THE INDUCTION OF NEW TEACHERS

Beginning teachers rarely make smooth transitions into teaching. Often they are hired at the last moment, left isolated in their classrooms, and given little help—a true example of the "sink or swim" attitude toward those newly hired. Consequently, attrition rates among new teachers often are five times higher than among experienced teachers.[21]

Improved induction programs need to give all teachers, whether new or experienced, considerable support. In the first three years, schools and universities should focus on assisting and supporting new teachers rather than simply assessing their work.

Comprehensive induction programs should provide new teachers the necessary models and tools for beginning their teaching careers, as well as the mentors and support groups to guide them through curriculum planning. Mentors for new teachers should be assigned reduced teaching schedules so that they have time to provide support.

Induction programs should provide specific guidance aimed at helping new teachers meet performance standards for continued certification. At the end of three years, assessment of teachers' performance is critical. The evaluation should be based on rigorous, widely accepted standards for granting tenure and should involve administrators and teachers.

In the early 1980s, some states, led by Florida, began to take a more aggressive role in supporting beginning teachers, often tying induction to licensure and mandating that the new teachers go through induction programs. A recent study of teacher induction programs in the United States and the Pacific Rim economies[22] found that 21 states in this country had programs and an additional five states were piloting or planning programs. Still, nearly 50 percent of beginning teachers do not participate in anything more than school orientations.

New teachers beginning their careers in the sites chosen for the Pacific Rim study (Australia, Japan, and New Zealand) move from college to teaching in much more structured ways. Common among the sites, according to the study, is an environment where "all professionals take active roles in a new teacher's acculturation and transition." They do this through mentoring, modeling good teacher practice, orientations, and in-service training.

While the nature of the induction programs vary widely, the programs in the Pacific Rim sites and in the United States generally focus on two strategies: assist and assess. Unlike the programs in other countries that participated in the study, programs in the United States tend to emphasize assessment. Mentor teachers, for example, help beginning teachers prepare specifically for state certification requirements rather than focus on feedback and professional support. Recent state policies, however, lean more toward assistance in induction programs; some are not specifically linked to licensure.

Other trends in U.S. teacher induction programs include the following:

- Induction programs are extensions of the degree-granting institutions, such as a fifth-year program or an internship that combines campus-based class work and practical experience in classrooms.

- Professional development schools are a tool of such programs, creating cross-school professional responsibility for beginning teachers.

- Experienced teachers are intimately involved in designing and implementing the induction programs.

According to the study, the financing of induction programs largely depends upon whether or not participation is mandated by the state. If so, states may supplement local support. Districts may provide compensation for mentor teachers if induction programs are part of teacher accountability policies worked out between districts and teachers' unions.

DELAWARE'S MENTORING PROGRAM

"My mentor took a lot of doubt and fear out of teaching. The experience was confidence building with positive feedback."
New teacher at the end of mentoring program

Recognizing that beginning teachers need support, Delaware provides mentors for all beginning teachers and ties the mentoring program to professional teaching standards. These standards, developed by a group of more than 40 educators, administrators, teacher educators, and public representatives, and drawing heavily from the work of the National Board for Professional Teaching Standards, guide the preparation, induction, and continued professional development of all Delaware's teachers.

A pilot program to link mentoring programs to the new teaching standards began in January 1995 in three districts, expanded to eight school districts the following school year, and to 14 in 1996-97. All 19 districts in the state will participate by the 1998-99 school year. Working with their mentors, beginning teachers develop a portfolio based on the state's teaching standards during their second year of teaching (this can be extended to the third year, if necessary) showing that they are meeting the standards. Experienced teachers new to Delaware also complete the portfolio assessment process under a modified time line. Certification is granted if the portfolio assessment meets the established criteria.

Delaware's Professional Standards Council set out seven specifications for the mentoring program, from training mentors to matching mentors with beginning teachers to evaluating the teachers. A consultant, hired by the State Department of Public Instruction, works with the sites. The department also has sponsored statewide conferences for mentors and plans to expand them to new teacher-mentor pairs. Future conferences will focus on different instructional themes. The mentors and beginning teachers will then work on implementing the ideas together at their home schools.

The Delaware teacher induction program provides mentor teams within schools and within districts. The New Castle Vo.-Tech District, for example, created mentor teams that meet regularly and conduct staff development for themselves as well as share ideas on mentoring. A lead mentor in each building coordinates the mentor/new teacher activities.

Districts have shaped and added to the state-funded mentoring program with their own ideas. Most provide release time for beginning teachers and mentors to observe each other and for mentors to coach teachers. Some districts have written their own beginning teacher/mentor manuals. The presence of a strong mentoring program in a school district has encouraged other teachers to collaborate and, in some cases, to teach as a team.

According to surveys and evaluations, not only are beginning teachers receiving the support they need, but the mentoring program is also developing networks among teachers within districts and across the state, and the mentors have "a new enthusiasm" for teaching.[23]

COLUMBUS, OHIO
PEER ASSISTANCE AND REVIEW (PAR) PROGRAM

"As public concern about teacher quality grew, (we) faced the question of what role teachers would play in the improvement of their profession."
Statement, Columbus Teachers Association

The Peer Assistance and Review (PAR) program in Columbus, Ohio, is an example of teachers designing a strategy to ensure quality in the teaching force by negotiating a rigorous peer review system. PAR has two components—the intern program for all newly hired teachers and the intervention program for experienced teachers who are having difficulties in classroom teaching.

Designed by a joint committee of the Columbus Teachers Association (CEA) and the Columbus Board of Education, PAR is governed by a panel of four teachers and three administrators. They select the PAR consultants—teachers who are nominated for the position because of their experience, knowledge, and ability to work cooperatively with others. The PAR consultants are employed full-time out of the classroom for a maximum of three years, receiving a supplemental contract worth 20 percent of their base salaries.

Up to 35 consultants each year work with as many as 18 interns each, as well as about two dozen intervention cases. Their responsibilities to interns are to:

- Demonstrate good teaching practices, observe interns' teacher practices, and conference with and assist their interns;
- Plan and present new-teacher orientations; and
- Conduct workshops on such areas as classroom management, cooperative learning, and parent conferencing

The consultants spend most of their time with interns on direct classroom observations and conferences, varying their visits according to individual teachers' needs. They connect the new teachers to the range of resources available in the district to help them.

During the school year, the consultants prepare at least one interim report for each intern. Their final evaluation includes a recommendation to the PAR panel on whether or not the interns under their review should receive a contract the following year. The panel then presents its written report to the manager of personnel services.

PAR started in 1986 and has had a dramatic impact on the teaching force in Columbus over the years. Approximately 3,400 of the district's 4,700 teachers have been hired since PAR began, meaning that three-fourths of the teachers participated in the intern program. According to the

State Education Agency (SEA), the district has a lower rate of attrition than similar districts because of PAR. In its most recent study of the program, only 24 teachers were participating in the intervention component of PAR, or less than one-half of 1 percent of the current staff, and about one-half of them voluntarily asked for the intervention.

These data indicate that the induction process is working. Fewer teachers need the intervention process because problems are detected early. Furthermore, teachers are willing to ask for help because assistance is a known value of the union and district. When PAR started, the average number of teachers recommended for intervention was about 45 a year, according to SEA.

PAR has received the Distinguished Award for Excellence in Staff Development from the Ohio Department of Education and the Excellence in Education Award from the National Education Association.

OMAHA, NEBRASKA
CADRE PROJECT

"It's great watching the new teachers I'm working with develop and become much more sure of themselves. And I really gain a lot of ideas from them."
CADRE Associate

The CADRE Project in Omaha, Nebraska, is both a graduate induction program for beginning teachers and a professional renewal program for experienced teachers. CADRE (Career Advancement and Development for Recruits and Experienced teachers) resulted from a strong collaborative relationship between the College of Education at the University of Nebraska/Omaha and area school districts organized under the Metropolitan Omaha Educational Consortium. School districts participating in the CADRE Project include Omaha, Millard, Papillion-LaVista and Westside.

The four-year-old program offers newly certified teachers an opportunity to spend their first year of teaching totally supported by their university program and by carefully selected teachers who become their mentors, known as CADRE associates. The new teachers begin graduate studies the summer before their teaching assignment and complete them the following summer, earning a Master of Science degree in education. Their tuition is paid, and they receive a $10,000 stipend for their internship teaching. The program recruits graduate students from all over the country.

The goal of the project is for the new teachers to have a good first year of teaching that includes a variety of professional learning experiences and speeds up their attainment of a "level of professional skill and judgment that characterizes a well-qualified teacher." The CADRE teachers benefit in many ways from guidance by mentors, classroom visits, discussions with colleagues, and seminars that address the concerns of first-year teachers. Their graduate course work emphasizes the issues found in classroom practice rather than abstract theory.

Each CADRE associate supervises two CADRE teachers (the CADRE group usually includes about 28 beginning teachers), an assignment that takes up about one-fourth of their time. Over the course of a one-year term, CADRE associates work with the CADRE teachers in a number of ways—conducting orientation, advising and observing, demonstrating teaching, and team teaching with the new teacher. Half of their time is spent at their district's discretion working on special projects or with task forces such as the prevention of youth violence. The remaining one-fourth of their time belongs to the university. They may teach undergraduate courses, supervise student teachers, participate in university sponsored research on the CADRE Project or provide in-service training for other teachers.

CADRE associates report that, for the first time since they began teaching, they have time to catch up on developments in teaching and renew their professional skills. Moreover, principals

report that the CADRE associates have a beneficial effect on the total staff in their schools because of what they are learning and their contacts with the campus.

Most important, however, the CADRE teachers report that the mentoring and other opportunities offered by the program give them on-the-spot support and professional skills they would not have expected in their first year of teaching. Most of the CADRE teachers have been offered regular positions at the schools where they taught their first year.

CHARACTERISTICS OF PROMISING INDUCTION PROGRAMS FOR BEGINNING TEACHERS

- Special attention is given to teachers in the beginning years of their career in an effort to link their performance to high standards.

- Universities collaborate with schools to create clinical learning environments for beginning teachers. The relationship is seen as professional development for both teachers and faculty.

- Induction programs often take place in an extended fifth year of graduate study in which practice teaching is combined with seminars or course work designed around issues experienced in the classroom. (A number of other countries extend this help to more than the first year of teaching).

- Even if the purpose of the induction program is to satisfy licensure and certification requirements, it also provides assistance with everyday problems and encourages new teachers to be reflective about their work.

- Mentors for beginning teachers receive compensation and opportunities for their professional growth, such as becoming adjunct faculty at college campuses.

IMPROVING PROFESSIONAL DEVELOPMENT PRACTICES

Most districts support teachers' investment in their professional knowledge and skills. Teachers take advantage of classes sponsored by their districts, work on advanced certificates or degrees, and attend workshops and summer institutes. Yet, these efforts often have little impact on student learning because they tend to be disjointed, unfocused, and offer teachers few opportunities to learn by doing and reflecting on practice with their colleagues. In other words, professional development frequently lacks connections to practice and to high standards of student achievement or teacher development.

Changing these patterns in professional development is quite a challenge. Short-term, disjointed development activities represent a significant "industry" in education. However, focused professional development that is based on high standards of teaching and learning and that profoundly changes practice is essential to improved teaching and better student achievement.

Fortunately, there is now much agreement about what professional development should be. It should be focused on what teachers in individual schools need to know and be able to do for their students. Teachers should work together to design and implement professional development based on shared concerns and strengths. Ultimately, professional development should build "professional communities" committed to higher student learning. Data about student performance and student work should become tools for pulling a school faculty together to work collaboratively on helping students reach agreed-upon standards. Teachers want—and research confirms the wisdom of—continuous learning opportunities that are focused, reflective, and coherent.

Recent research on professional development opportunities in California, for example, reveals the importance of quality professional development. The study found that fourth-grade students taught by teachers who participated in content-specific professional development on math skills over an extended period of time achieved higher scores on the then-existing state test than did students whose teachers attended typical workshop-type development activities.

Two important tools for shaping such professional development have emerged in recent years. One is the professional development school. It replaces the traditional relationship between college campuses and K-12 schools—a volunteer veteran teacher supervising individual student teachers for a limited time. Instead, professional development schools are partnerships with two-way benefits—the whole school is transformed into a clinical site dedicated to best practice and professional growth, while the university faculty gains knowledge from hands-on work in the school.

The other development is teacher networking. Teachers of like minds often find ways to get together, such as the North Dakota Study Group for progressive educators or Vermont's Bread Loaf network for rural educators. In recent years, spurred by a foundation-funded collaborative in math and the humanities, teacher networks have become a major force for professional growth. Telecommunications make networking even more accessible and flexible.

RENEWAL OF PROFESSIONAL DEVELOPMENT IN SAN FRANCISCO

"We expect rich opportunities for all of our students, and ongoing professional development is a key component to reach this goal."
San Francisco Unified School District

Creating districtwide professional development in an era of school-based decision making may seem at cross-purposes, but the San Francisco Unified School District has set one goal to unify its efforts—all schools must be committed to improving all students' achievement in the core academic areas. The district provides whatever professional development teachers need to accomplish that goal.

The district has put together a package of professional development opportunities which schools are allowed to tailor to their special needs. Uniform professional development would not work in a system like San Francisco, where the 64,000 students speak 39 different languages and the enrollment covers the spectrum of family income and academic abilities. The district also faces a special challenge in the turnover rate of its teaching staff. It hires about 200 new teachers a year; 35 percent of the teaching force has less than four years' teaching experience.

The district's Professional Development Initiative (PDI) focuses on the three core academic areas that the district believes are most important for student success in the future—literacy, math and science. This initiative designs professional development for individual teachers and for individual schools. It also offers centralized resources. The various components include:

- New teacher support: in addition to an orientation program, new teachers can receive mentoring and ongoing support from the Beginning Teachers Support and Assessment Program.

- Program support: content leadership teams, mentors and resource staff help school sites implement the district's curriculum, material adaptations, and best-practice strategies.

- On-site support: school site plans identify what the staff needs, and the district has a menu for meeting those needs. The menu includes models, resources, content information, consultants, ideas for teaming and coaching, and other forms of professional development.

- Professional development plans: district departments and school sites must make professional development plans just like individual teachers. These plans encourage the administrators to conduct independent research and to begin other initiatives that bring about instructional improvement.

- Model schools: a cadre of 26 schools serve as models for site-based professional development, sharing the lessons they learn and the resources they develop throughout the district. Another

group, the Focus Schools, share common curricular themes, such as environmental sciences or math and science, and they form networks for professional development.

- Master practitioners: teachers, administrators and classified staff who have been identified as having expertise related to the student learning goals provide a variety of support services, such as modeling and coaching. Opportunities are also available that encourage individual and group leadership in professional development such as organizing and leading forums on school and classroom changes, focus groups and ongoing institutes. A new administrators' institute, for example, brought all administrators together for three days to discuss standards that were followed by eight sessions on the same subject during the 1996-97 school year. Each administrator chose a specific content area on which to concentrate.

- Learning Resource Bank: in addition to typical professional resources, the Bank provides electronic links for school sites to libraries and universities.

If the district doesn't have what schools or individuals need for professional development, the central office goes outside—to university programs, businesses, community organizations and foundations—to get it.

In addition to the eight district professional development days, school sites must find time for teachers to work together on professional growth, such as common preparation periods, substitute release time, or staggered schedules.

This focused professional development plan with its multiple resources and efforts available across the district produces results. Student scores on standardized tests have increased significantly in reading and math for three consecutive years. Students are spending more time studying science. Five years ago, 80 percent of the elementary teachers reported that they taught science less than 30 minutes a week. Middle schools, on the average, offered only one and one-half years of science and only three high schools offered science in the ninth grade. Science is one of the academic areas that professional development focuses on, and now elementary students are receiving an average of 140 minutes a week of science instruction, and three years of science are included in the middle school curriculum.

In addition, the district finds teachers using more interactive learning, and whole schools are aligning curriculum and professional development to the district's standards. This documentation is possible because San Francisco included another important element in its plan, a process to determine if the district's efforts in professional development pay off where it must count—in higher student achievement.

San Francisco was one of five recipients recognized in 1997 in the U.S. Department of Education's first National Awards Program for Model Professional Development.

PARTNERSHIPS IN SOUTHERN MAINE

"The partnership forced a metamorphosis for me personally...I was heavily involved in basal readers, dittoes and frontal teaching...We started asking questions: What's best for kids? What do we know from research? What do we know about teaching and learning? How do we connect it all? My own practice changed radically. It gave us a sense of grounding, affirmation, empathy with others and a sense of professionalism."

Educator in a Southern Maine Partnership school

The Southern Maine Partnership, established in 1985, was among the first in the country to develop the current model of school-university collaboration—one that fosters the renewal of educators in the schools and at the university simultaneously.

The partnership links 30 school districts, three private schools, Maine College of Art, Southern Maine Technical College, and the University of Southern Maine. Its director, a professor at the university, is granted release time for partnership work and is aided by two partnership associates, both of whom are former teachers in partnership schools. Teachers and administrators staff the partnership because it is a school-based, educator-driven school reform effort.

The partnership began when a professor and dean at the university invited six area superintendents to help them form a mutual support organization based on the ideas of teacher education reformer John Goodlad. The organizers began by inviting others to join Educator Groups, which met monthly for dinner with no agenda other than to share ideas and information. This reliance on the interests and expertise of those involved in the partnership is still its strongest characteristic.

The partnership reaches out to reform-minded networks, such as the Coalition of Essential Schools, the National Center for Restructuring Education, Schools, and Teaching, and the National Education Association's Center for Innovation. Yet, its affiliations must fit with the partnership's respect for the professional knowledge of those it serves directly. Since it began, the partnership has:

- Developed collaborative work in the area of standards and assessments, such as the School Quality Review Initiative in which schools conduct self-assessments and respond to assessments by visiting teams;
- Established linkages with local businesses and business leaders, such as a shadowing project between CEOs and superintendents;
- Established a new teacher education program at the University of Southern Maine that is located in partnership schools and co-directed by university and school-based educators;
- Fostered and given publication opportunities to teachers who write about their personal and school experiences with changes in practice; and

- Strengthened and expanded the conversation/networking purpose of the partnership.

A new project is the Electronic Marketplace (ELM), designed jointly with the Old Orchard Beach school district and the Department of Engineering at the University of Southern Maine. This project is providing an interactive, multi-media Web site with resources linked to Maine's Learning Results, the state's standards and performance indicators in eight content areas. The collection includes learning units, assessments, scoring guides, examples of student work and Internet sources for each grade-level standard in each content area.

The partnership attributes its success to its respect for the professional knowledge of educators and its nurturing of teachers' potential as inventors and change agents.

THE LEAGUE OF PROFESSIONAL SCHOOLS IN GEORGIA

> *"There are extremely competent teachers throughout Georgia, but very few have been equipped to teach in a school where everyone is swimming in the same direction. They are prepared to teach in their own classrooms, but not to help determine as a community what it actually means to be a school."*
>
> Founder, the League of Professional Schools

The League of Professional Schools in Georgia seeks to move schools toward democratic education by helping schools adopt a covenant of teaching and learning and providing the teachers with an opportunity to meet and interact with each other throughout the school year. This process of shared governance empowers teachers and gives a voice to students in their own learning.

Founded by the Program for School Improvement in the College of Education at the University of Georgia, the League is open to any school where at least 80 percent of the school staff is willing to work on a school-based improvement program that they identify. Currently, more than 100 schools at all grade levels in different types of communities belong to the League.

Initially designed to help schools make site-based decision making work, the League has become much more than a support for new governance. It promotes self-assessments among the schools, encourages inclusive decision making, and develops teacher leadership throughout member schools.

League member schools agree to use a three-part framework to guide their school improvement efforts: the governance of the school is democratic, involving everyone; the staff focuses its collaboration on the school's own shared vision of exemplary teaching and learning; and action research—that is, research conducted by teachers in classrooms—is an ongoing component.

Formal services that benefit members include a two-day planning and orientation workshop for a school team, quarterly meetings, a newsletter, an annual league conference, an on-site facilitation visit by a League practitioner or associate, special summer institutes related to issues of most interest to teachers and principals in the schools, an information retrieval system, and assistance with action research.

These resources and opportunities enable the League schools to move more steadily through the troubling and risky first stages of school change. The League philosophy about schools as democratic workplaces serves them well during this phase because, as one study[24] found, "when people were given opportunities to take part in a dialogue where they were encouraged to ask questions, express their skepticism or support, seek clarification, and hear what others were thinking, they were much more likely to have a deeper understanding of what the change was about." Teachers progressed to doing action research and using other information that gave them the courage to "stand up and state their beliefs to their colleagues."

The League schools have implemented a variety of ways to improve student learning—from a transition program for ninth graders that lowered dropout rates and improved achievement, to academic initiatives that have moved schools to become more student centered. Teachers and principals agree almost unanimously that their school's efforts under the League's guidance have resulted in improved student learning and attitudes toward learning. Moreover, the respondents in the study overwhelmingly believed that the League influence had improved teacher involvement in decision making, implementation of decisions, and attitudes toward teaching and learning.

There was a similar impact upon principals. They began to model what was important in the school by becoming more involved with curriculum issues. According to League teachers and principals, the opportunities to form networks at meetings and institutes were the most beneficial.

CHARACTERISTICS OF PROMISING PROFESSIONAL DEVELOPMENT PROGRAMS

- They focus on teachers as central to student learning, yet include all other members of the school community.
- They focus on individual, collegial, and organizational improvement.
- They respect and nurture the intellectual and leadership capacities of teachers, principals, and others in the school community.
- They reflect the best available research and practice in teaching, learning, and leadership.
- They enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- They promote continuous inquiry and improvement in the daily life of schools.
- They are planned collaboratively by those who will participate in and facilitate that development.
- They require substantial time and other resources.
- They are driven by a coherent and long-term plan.
- They are evaluated ultimately on the basis of their impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

IMPROVING TEACHER ACCOUNTABILITY AND INCENTIVES

Efforts to create a quality teaching force include new approaches to accountability, designed and implemented through teacher leadership and the participation of large numbers of teachers. Among teachers, parents, and business leaders there is a growing recognition that teachers who are not performing adequately must receive training, mentoring and all other forms of effective assistance as needed and quickly. Teachers who fail to improve, no matter what the reason—poor preparation, burn out, or lack of interest in professionalism—and who are judged incompetent must be counseled out of the profession or dismissed in order to ensure students' success in school.

The new approaches to accountability emphasize early intervention, peer review, and recognition of exemplary teachers who serve as mentors or lead teachers. In districts from Rochester to Seattle, more effective accountability systems are replacing what one union official referred to as "drive-by...checklists."

The National Commission on Teaching and America's Future believes the peer assistance and review systems are successful because they are jointly supervised by boards of teachers and administrators, gauge teacher competence with more useful measures, and emphasize assistance and personal growth rather than punishment. They also reward exemplary teachers by giving them leadership roles that provide extra compensation and opportunities to improve the teaching profession.

According to the Commission, more teachers have received help and more teachers have been dismissed under these new peer review systems than under old systems of accountability. It notes that about one-third of the teachers assigned to peer review in Cincinnati and Toledo, for example, left teaching by the end of the year. In Cincinnati, almost twice as many teacher dismissals resulted from peer reviews as from administrator evaluations.

Accountability for quality, however, is to be double sided. As important as accountability for teachers is the willingness of school boards, district offices, parents and communities to recognize outstanding work by teachers. Until the standards of the National Board for Professional Teaching Standards became available, communities had few meaningful standards to guide their recognition of teachers. One of the great contributions of National Board certification is that it opens up opportunities to support teachers who continually seek to grow professionally.

ROCHESTER, NEW YORK
CAREER-IN-TEACHING PROGRAM

"It is in the interests of schools, teaching and, especially, students when practitioners themselves are involved—in a meaningful way—in all decisions that affect student outcomes."

Career-In-Teaching Guidebook

The Rochester school system achieved headline fame in the mid-1980s when it announced an agreement that considerably increased teacher salary levels. Less noticed was the accountability system that accompanied the new pay scales. That system represented a transformation in teachers' responsibility for assuring quality in their profession as well as school districts' compensation for excellence in teaching.

At the core of Rochester's Career-In-Teaching Program (CIT) are peer review and assistance, similar to other negotiated accountability systems in Columbus, Cincinnati and Seattle. Peer review, however, is part of a larger plan that affects all teachers in Rochester. CIT established four career development stages—intern, resident, professional and lead teacher. Progress from one to the other depends on peer review.

Interns are beginning teachers who work with a mentor, who is a lead teacher. The lead teacher provides assistance for the first year of teaching, recommending the new teachers for resident status, termination or another year on probationary status. About 8 percent are terminated, but more importantly, the peer assistance has led to the retention of 90 percent of beginning teachers after their first year in the classroom. Before CIT, the problems with first-year teaching and lack of support resulted in a retention rate of only about 60 percent.

After internship, peer review continues under the Performance Appraisal Review for Teachers (PART), an annual evaluation conducted by either a panel of colleagues or an administrator selected by the teacher. Every three years a more intensive summative appraisal is conducted. One of the criteria considered in the appraisals is evidence of student academic performance, a factor that was never included in the old formal systems of evaluation.

If any of these steps indicate a teacher is having a problem, that teacher can voluntarily ask for intervention by a lead teacher. For two semesters the teacher receives expert help and is connected to needed resources throughout the district. The lead teacher reports to the board governing the CIT program on whether the teacher has overcome his/her difficulties and should be retained. Currently, all tenured teachers have gone through the summative appraisal process, and about 75 interventions have taken place. Moreover, teachers can volunteer for professional support from a lead teacher without the appraisal process, a decision made by over 100 teachers a year.

CTT was designed by teachers. About 200 were directly involved in its development. It was their plan that teachers would be appraised by colleagues and that lead teachers, recommended by colleagues and chosen by a board of teachers and administrators, would receive substantial stipends—from 5 to 15 percent of their salaries—for their leadership roles. Lead teachers perform other duties as well, such as curriculum design and project facilitation.

Teachers preferred this rigorous attention to their performance over the lax system without standards that existed before in which more than 96 percent of teachers were evaluated by their supervisors as above average or superior and the rest received satisfactory ratings.

ACCOUNTABILITY FOR ALL IN MINNEAPOLIS, MINNNESOTA

"Without clearly stated expectations, no individual or institution can succeed.... Performance expectations need to exist for states, districts, schools, teachers, students, families and communities. These standards should represent a community consensus about what constitutes success."

CEO, Minneapolis Public Schools

Accountability in meeting standards is on almost everyone's mind in the Minneapolis public school community. A unique covenant that sets out the mutual commitments and expectations of students, families, school staff, district leadership, and the community was adopted in public ceremonies in 1993, a visible sign that meeting the standards is the responsibility of all.

A better system of accountability for teachers had been evolving in the district since 1984 when a joint Labor/Management Task Force on Teacher Professionalism began conducting research and developing a vision for the teacher evaluation process. The Task Force created a Career-In-Teaching program similar to that of other urban districts, and it continued working on ways to make accountability more meaningful.

By 1989 the new Professional Development Process (PDP) was ready to be piloted, and over a five-year period school sites adopted it. All 104 sites now participate. The plan became part of the negotiated teaching contract in 1997, but 3,000 of the 4,000-member teaching staff had already voluntarily chosen to be part of the process.

Each participant in the PDP writes a development plan aligned with district and school goals, especially the curriculum content standards. The plan includes a goal; teacher and student objectives; implementation strategies; and ideas for pursuing professional growth, assessment, and reflection. The teacher selects four to six people who serve as "critical friends" throughout the yearly process. They meet regularly with the teacher to discuss the plan, assess progress toward the goal and help the teacher find resources and do problem solving around instructional and learning issues. Principals are automatic members of the peer review team along with fellow teachers. The team may also include parents, community members or university professors—anyone the teacher believes can help him or her with the plan.

Teachers in the PDP process are expected to pursue all sorts of ways to meet their goals—peer coaching, study groups, action research, videotaping, observations, journals, and the development of professional portfolios. Elementary and secondary teachers even have appropriately worded surveys to use with students, seeking their opinions about the curriculum content, teaching methods and management. (The survey was written by the District-wide Student Government).

Guiding the PDP process are the Standards of Effective Instruction. Teachers, principals and administrators reviewed and synthesized standards from a number of sources, such as the National Board for Professional Teaching Standards, the content of the teacher candidate exam developed by the Educational Testing Service (Praxis), the Interstate New Teacher Assessment and Support Consortium, and various state standards. From these, the group developed standards specifically for Minneapolis' teachers.

For example, if a teacher's PDP plan focuses on improving reading, that teacher could refer to the Standards of Effective Instruction and ask such questions as: "Am I accommodating student differences?" (Standard 1); or, "Am I providing feedback to students and families regarding their learning?" (Standard 3).

If the PDP team agrees that the teacher needs additional help, or if the teacher recognizes the need, a Performance Support Process takes over, providing extensive support for three to six months. At that time, the teacher may return to the PDP plan or move to intensive assistance and the possibility of a recommendation from the Performance Support Process team, the direct-level governing body, that the teacher consider other career options.

The PDP, notes a teacher union document, "moves the teaching profession into the future as it promotes and supports higher standards and professional performance for all." Significantly, the early success of the PDP process in Minneapolis and its enthusiastic support from teachers were deciding factors in the state's decision to mandate a similar peer review process for all teachers in the state.

RECOGNITION OF TEACHERS IN COVENTRY, RHODE ISLAND

"Our support for Board-certified teachers comes from our goal to create a culture of leadership in our schools dedicated to improving teaching and learning."
Superintendent, Coventry Public Schools

It is important that school administrators and school boards recognize teachers for their efforts to meet high standards.

The 400 teachers in the Coventry, Rhode Island school district receive considerable incentives to reach the highest standards of all—certification by the National Board for Professional Teaching Standards. The Coventry public schools and the Coventry Teachers Alliance entered into a contractual agreement with the following provisions:

- The district will pay the certification fee each year for up to seven years;
- The district will support the certification process by providing up to five professional development days to teachers applying for Board certification and by loaning applicants materials and equipment such as video cameras, editing equipment and computers;
- Six district-approved credits will be granted toward the advanced increment schedule for teachers who complete the Board assessment process but who do not acquire certification; and
- Board-certified teachers will qualify for the next higher advanced increment level above his/her current level.

The agreement goes further by building on the leadership potential of teachers who have been formally recognized as highly accomplished. The Coventry schools plan to use Board-certified teachers in various highly responsible roles to improve teaching and learning in the district. These teachers will serve as mentors, lead teachers who will replace department chairs and provide curriculum development and team leadership within schools, teacher facilitators who serve as unofficial vice-principals in the elementary schools, and staff for the planned professional development center.

Such leadership, says the superintendent, will extend the influence of the Board's standards to all teachers in the system. Five teachers have completed the Board's certification process, and an additional six are in the pipeline. Over a 10-year period, the district could build a cadre of 60-70 teachers who have participated in a rigorous assessment based on high standards.

CHARACTERISTICS OF PROMISING TEACHER ACCOUNTABILITY PROGRAMS

- Promising teacher preparation and certification efforts exist along the continuum of a teaching career to eliminate incompetent teaching and to assure proper assignment and support of teachers.

- Teachers initiate and play major roles in the design and implementation of peer review systems.

- Intervention occurs early and quickly to deal with burned out or incompetent teachers and provides mentoring and resources for improvement to occur.

- Accountability policies emphasize that responsibility for a quality teaching force must be shared and must include recognition for accomplishments.

If you understand how the world is going to work tomorrow and you have any concern about the integrity and the richness of the human spirit in every child, then all of us must join hands to help educators succeed in giving all those children the tomorrows they deserve.

President Clinton
July 29, 1998
The Education International World Congress

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CONTACTS

RECRUITMENT

DeWitt Wallace Pathways to Teaching Project
Denise Littleton
Director, DeWitt Wallace Pathways to Teaching Project
Norfolk State University
2401 Carprew Avenue
Norfolk, VA 23504
757-683-8600

Teacher Cadet Corps in South Carolina
Janice Poda
Director, South Carolina Center for Teacher Recruitment
Winthrop University
Canterbury House
Rock Hill, SC 29733
1-800-476-2387

Project Promise
Robert Richburg, Director
Colorado State University
School of Education
Fort Collins, CO 80523-1588
970-491-1843

PRE-SERVICE EDUCATION

Alverno College
Kathy Lake
Alverno College
3401 South 39th Street
Milwaukee, WI 53234-3922
414-382-6356

Cincinnati Initiative for Teacher Education
Arlene Mitchell
College of Education
603 Teachers College
University of Cincinnati
Cincinnati, OH 45221-0002
513-556-2327

College of Education, University of Texas/El Paso
Arturo Pacheco, Dean
College of Education
University of Texas/El Paso
500 West University
El Paso, TX 79968
915-747-5572

INDUCTION OF NEW TEACHERS

Delaware's Mentoring Program
William Barkley, Education Associate
Professional Standards and Certification Team
Department of Public Instruction
Townsend Building
Dover, DE 19903-1402
302-739-4686

CADRE Project in Omaha, Nebraska
Nancy Edick
College of Education
University of Nebraska/Omaha
Kayser Hall 314
Omaha, NE 68182
402-554-2991

Columbus, Ohio, Peer Assistance and Review Program
John Grossman, President, Columbus Education Association
929 East Broad Street
Columbus, OH 43205
614-253-4731

RAISING LICENSING AND CERTIFICATION STANDARDS

Professional Teacher System in Indiana
Marilyn Scannell
Indiana Professional Standards Board
251 East Ohio Street, Suite 201
Indianapolis, IN 46204-2133
317-232-9000

North Carolina and Ohio Initiatives with the National Board for Professional Teaching Standards
Karen Garr, Teacher Advisor
Office of the Governor of North Carolina
116 West Jones Street
Raleigh, NC 27603-8001
919-715-3535

Marilyn Troyer, Director of Professional Development and Licensure
State Department of Education
65 South Front Street, Room 1009
Columbus, OH 43215-4183
614-466-2761

Connecticut's Education Enhancement Act
Tom Murphy, Office of the Commissioner
Connecticut State Department of Education
Room 304, Suite 2219
Hartford, CT 06145
860-566-8792

PROFESSIONAL DEVELOPMENT

Comprehensive Professional Development in San Francisco
Maria Santos, Assistant Superintendent
San Francisco Unified School District
2550 25th Avenue
San Francisco, CA 94116
415-759-2950

Southern Maine Partnership
Lynne Miller, Director
University of Southern Maine
College of Education and Human Development
Bailey Hall
Gorham, ME 04038
207-780-5498

League of Professional Schools
Lew Allen, Co-Director
College of Education
University of Georgia
Aderhold Hall
Athens, GA 30602-7108
706-542-2516

ACCOUNTABILITY

Rochester Career-In-Teaching Program
Tom Gillet, Chairperson, Career-In-Teaching Panel
131 West Broad Street
Rochester, NY 14614
716-546-2681

Minneapolis Professional Development Process
Lynn Nordgren, Facilitator, Professional Development Process
Minneapolis Public Schools
925 Delaware Street, SE
Minneapolis, MN 55414
612-627-2165
and
Louise Sundin, President
Minneapolis Federation of Teachers
612-529-9621

Coventry, Rhode Island, Policies on National Board Certification
John Deasy, Superintendent
Coventry Public Schools
222 MacArthur Boulevard
Coventry, RI 02816
401-822-9400

MODEL PROFESSIONAL DEVELOPMENT PROGRAMS

In 1996, the U.S. Department of Education identified five exemplary efforts for its new National Awards Program for Model Professional Development. The characteristics of these programs closely follow those outlined for promising initiatives in this report. Furthermore, their success in investing in the professionalism of teachers resulted in higher achievement by their students.

The 1996 awardees include:

Lawrence, Kansas, Public Schools
Sandee Crowther
Division Director of Evaluation and Standards
Lawrence Public Schools
3705 Clinton Parkway
Lawrence, KS 66047
913-832-5000

Samuel W. Mason Elementary School
Mary L. Russo
Principal
150 Norfolk Avenue
Roxbury, MA 02119
617-635-8405

San Francisco Unified School District (profiled in the text of the report)
Maria Santos
Assistant Superintendent
2550 25th Avenue
San Francisco, CA 94116
415-759-2950

Woodrow Wilson Elementary School
Melissa J. Hancock
Fifth-Grade Teacher
312 North Juliette Avenue
Manhattan, KS 66502
913-587-2170

Wilton Public Schools
Joyce Parker
Administrator for Elementary Curriculum and Professional Development
395 Danbury Road
Wilton, CT 06897
203-762-3381

ADDITIONAL CONTACTS

American Association of Colleges for Teacher Education
One Dupont Circle, NW
Washington, DC 20036
202-293-2450

Jean Miller
Interstate New Teacher Assessment and Support Consortium
Council of Chief State School Officers
One Massachusetts Avenue, NW
Washington, DC 20001-1431
202-336-7048

National Board for Professional Teaching Standards
300 River Place
Detroit, MI 48207
313-259-0830

National Commission on Teaching and America's Future
Teachers College, Columbia University, Box 117
525 West 120th Street
New York, NY 10027
212-678-3204

National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue, NW
Washington, DC 20036
202-466-7496

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